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ABSTRACT

Louisiana received funds under Title VII of the Emergency School Aid Act to conduct a 23 month Special Students Concerns Project, aimed at eliminating the disproportionately high incidence of suspension, expulsions, and other disciplinary action involving minority group students in public schools. As proposed, the first six to eight months of the project (Phase 1) were characterized by research and data gathering. This document is the first in a series of four analytical reports relating to Phase 1 activities of the project, and concentrates specifically on identification of probable causes of suspensions and expulsions; student enrollment, absenteeism; and suspension and expulsion numbers and percentages statewide and in the 11 cooperating local education agencies. In addition to gathering the raw data which constitutes the major part of this report, interviews were held with students, teachers, counselors, principals, superintendents, professional staff personnel from local boards, and parents in the 11 participating systems. The purpose of these informal interviews was to gain more insight as to what each group perceived as the root causes of suspensions and expulsions. A questionnaire dealing with corporal punishment was also developed and given to parents, students, and administrators. (Author/JM)

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SUMMARY NO. I OF PHASE I

SPECIAL STUDENT CONCERNS PROJECT

The problems of suspensions and expulsions in Louisiana public schools, in terms of numbers, reached its summit during the school year 1973-74 with a reported 92,235 suspensions and 1,468 expulsions. These figures, alarming to Louisianans when compared with figures from previous years, prompted a series of actions that occurred both simultaneously and sequentially. At the same time that local and state associations of school principals and superintendents were meeting to discuss and address the problems of discipline, the State Legislature was debating and drafting legislation to provide for a comprehensive study of suspensions and expulsions in the public schools of this state.

The dockets of state and federal courts were also swarmed with cases emanating from school suspensions and expulsions and other tools of discipline. Litigation in this regard has been highlighted by decisions in cases such as Wood v. Strickland (administrative liability), Goss v. Lopez (due process), Ingraham v. Wright, and Baker v. Owen (corporal punishment). Concomitantly, federal law was being researched and drafted dealing with the issues of search and seizure, family education rights and right to privacy.

State legislative action resulted in the passage of House Concurrent Resolution #125; and Senate Concurrent Resolutions #13 and #15, which authorized, urged and requested the State Superintendent of Education to appoint a Task Force to study suspensions and expulsions in every aspect, and to make recommendations, based upon its findings, to the State Department of Education and to the Joint Legislative Committee on Education.

UD 015926

The report and recommendations of the Task Force on Suspensions and Expulsions, and the priority ranking of needs as indicated by local school systems, served as the basis for the State Department of Education applying for funds under Title VII of the Emergency School Aid Act to conduct a 23 month Special Student Concerns Project, aimed at eliminating the disproportionately high incidence of suspensions, expulsions and other disciplinary action involving minority group students in public schools. The application resulted in a grant to the Department of Education in the amount of $187,717. As proposed, the first six to eight months of the project (Phase I), was characterized by data gathering and research in identifying probable causes of suspensions and expulsions; analysis of student enrollment and absentee files; the suspensions, expulsions and other disciplinary records of cooperating local education agencies; identifying and analyzing state, local, and school policies, practices, procedures, rules, or regulations which may bear on the high rate of disciplinary action involving minority group students; and the gathering of observational data such as interviews with students, parents and school personnel, and other survey techniques and an analysis of the results thereof.

The following is the first in a series of four analytical reports relating to Phase I activities of the project, and concentrates specifically on identification of probable causes of suspensions and expulsions; student enrollment, absenteeism; and suspension and expulsion numbers and percentages statewide and in the eleven cooperating local education agencies.

During the 1974-75 school year, schools in this state suspended 76,945 students, representing 8.96% of the total student population. Of the total suspensions, 31,437 whites were suspended (40.58% of the total suspensions)

and 45,508 blacks were suspended (59.14% of the total suspensions). These figures suggest that a disproportionate number of black student suspensions have occurred in that blacks constitute only 40% of the total student enrollment in Louisiana public schools.

School registration figures for the 1974-75 school year showed a total of 870,468 (black and white, K-12) student population; 352,140 of which were black.

According to 1974-75 suspension figures for 57 of 66 school systems, more students were suspended for violations of attendance regulations than for any other reason. Careful analysis of these figures show that students were suspended or expelled a total of 13,573 times for cutting class, hooky, leaving the school grounds without permission or unexcused absences. Of this number, approximately 4,824 students were suspended, 2,006 of whom were black. Even though black student suspension figures for "not being in class" represent slightly less than half the total, disproportionate suspensions do in fact exist because the black student enrollment in the 57 systems represents but 34% of the total enrollment.

The eleven systems participating in the Special Student Concerns Project suspended a total of 40,392 students or 52.5% of all students suspended statewide. Blacks accounted for 49% of the enrollment in the eleven participating systems, and at the same time 66% of the suspensions.

For a closer examination of suspension and expulsion figures and related reasons for suspensions statewide, reference may be made to Attachment I of this report. Attachment I does not identify systems, however the aggregate of reasons for suspensions and expulsions and time lost to suspensions are quite revealing in terms of the magnitude and diversity of the problem from a statewide perspective.

Attachment II of this report shows enrollment by system (eleven participating in project), and numbers and percentages of suspensions by race.

In identifying reasons, again, absenteeism is at the top of the list for suspensions in the eleven participating systems. In rank order the twenty major reasons for suspensions and expulsions in the eleven participating systems were as follows:

1. Absenteeism:
   Cutting class/leaving campus
   Hooky/absence/tardiness
2. Fighting students/faculty
3. Bodily injury students/faculty
4. Smoking
5. Possession tobacco and/or lighter
6. Disrespect for authority
7. Vandalism
8. Weapon
9. Drugs
10. Alcohol
11. Gambling
12. Stealing
13. Molesting students/indecent behavior
14. Profane/obscene language
15. Habitual violation of rules
16. Threating students/faculty
17. Improper dress
18. Disturbing classroom/campus
19. Extortion
20. Miscellaneous

In addition to gathering the raw data which constitutes the major part of this report, interviews were held with students, teachers, counselors, principals, superintendents, professional staff personnel from local boards, and parents in the eleven participating systems. The purpose of these informal interviews was to gain more insight as to what each group perceived as the root causes of suspensions and expulsions. Early indications tend to suggest that in the smaller systems (registration ranging from 2,300 - 9,999), boredom, apathy, the absence of adequate recreational facilities for black youth, and the lack of relevant social events, are factors directly related to school suspensions and expulsions. In these systems a total of 2,047 students were suspended, including 1,299 blacks or 63 per cent of the total in the category of

small systems. Approximately 80 per cent of all persons interviewed in the smaller systems seemed to feel that in that school and school time provides the meeting place and the opportunity to socialize with peers and acquaintances, black students tend to view the school situation as a place and time to satisfy the need for recreation and social activities. This, of course, oftentimes conflict with school rules and regulations and eventually lead to disciplinary action usually in the form of suspensions and/or expulsions. Rather than attend class on a regular basis, students choose to cut class and leave the campus or loiter on the halls or in other secluded areas on and around the school; because class to them only interrupts whatever social and recreational needs they are trying to satisfy. About 66 per cent (1,351) of all suspensions in these systems were related to some form of absenteeism. Also, the high level of tension and frustration resulting from apathy and boredom on the part of students, usually manifests itself in conflict between students, and students and teachers; thus increasing the necessity for disciplinary action.

In the middle size systems (10,000 - 24,999), there appeared to be a combination of factors that influence student misbehavior that lead to suspension and/or expulsion. On the one hand, factors similar to those characteristic of the smaller systems (however to a lesser degree), and certain elements that are usually associated with larger school systems such as drug abuse, student activism, and racial unrest tend to commingle and form the basis of root causes to suspensions and/or expulsions. A total of 33,688 students were enrolled in the systems categorized as middle size; 2,273 of which were suspended. Black students constituted 1,946 of the latter number or 86%. The middle size systems accounted for .06 per cent of total suspension from all three categories of systems. Isolation, as related to the low level of black students participation in the overall activities of the schools (academic and extracurricular), is a source of friction, and in most cases, has been directly related to student activism and racial unrest which has necessitated disciplinary action in the form of

suspensions and expulsions. In one middle size system, as many as one hundred students were suspended en-masse due to student activism, and in another, approximately fifty per cent of the total secondary school population were on suspension at the same time. In the latter case, most of these suspensions were due to drug abuse, racial unrest, carrying a weapon, and smoking on campus. Special Student Concerns Project staff personnel and a federal program officer met with the Superintendent and four members of his professional staff for two hours to analyze the prevailing situation. In their opinion, the students viewed suspensions as a ligitimate excuse to be out of school, and in many cases welcomed suspension because it provided them the opportunity to do the things that being in school would otherwise preclude.

In the larger systems (registration of 25,000 and up), black students' lack of interest in school, stemming from the attitude that school activities were of no relevance to them in meeting their more immediate needs, was the most repeated explanation for the high number of suspensions. These four systems suspended 36,072 students, equaling 89% of the total suspensions in the eleven systems. Black suspensions within the four large systems came to 65% or 23,519, while black enrollment totaled 120,894 or 42 per cent. These systems, having more avenues available to them to generate local, state, and federal revenues, have instituted a variety of types of alternative school programs in which a number of black and other minority students have enrolled. In view of the absence of traditional rules and regulations, attendance at the alternative settings is higher and problems are few, however, the alternative settings are limited in terms of the number of students it can accommodate and, in many instances, is not versatile enough in course offerings to attract many students. Consequently, according to 75 per cent of those interviewed, most students remain in the traditional school maintaining poor attendance records prompting disciplinary action, or dropout altogether. Minority student concerns in the

larger systems are almost solely of an economic nature. Self-esteem and aspiration levels are low and personal problems are high. This combination of factors oftentime result in escape mechanisms such as absenteeism, fighting, drug abuse, drinking of alcoholic beverages, smoking, stealing and other behaviors that mandates disciplinary action.

It was noticed that in all three categories of school systems, suspensions and expulsions, as a disciplinary tool, was viewed with mixed reactions ranging from disdain by parents, to necessary but ineffective by administrators, and to just a fact of life by students.

On the other hand, parent, student, and administrative responses to items on a questionnaire developed and distributed by the projects subcommittee on corporal punishment, was somewhat more consistant. Attachment II of this report is a copy of the questionnaire and two chart illustrations of tabulated results.

Other efforts have been made to gain a greater insight on disciplinary problems involving minority group students in Louisiana public schools. Three behavioral assessment intruments, designed to measure percentage and frequency of occurrence of behavior patterns, have been developed and field tested in four of the systems participating in the project, (one small, one middle size, and two large systems). Also, a student questionnaire, aimed at itentifying problems with rules and regulations has been developed and field tested. The results of the survey instruments and student questionnaire will be included in "Summary No. II of Phase I Activities." Summary No. II will also include a detailed plan for Phase II activities and a rationnale as to why such activities were selected.

ATTACHMENT II

1974-75 ENROLLMENT AND SUSPENSIONS DATA FROM SYSTEMS

PARTICIPATING IN SPECIAL STUDENT CONCERNS PROJECT

	White Enrollment	White Sus.	%	Black Enrollment	Black Sus.	%	Total Enrollment	Total Sus.	%
Acadia	9,057	327	3.61	2,929	295	10.07	11,986	622	5.19
Assumption	3,005	340	11.31	2,596	486	18.72	5,601	826	14.75
Caddo	26,035	2,977	11.43	26,478	5,742	21.69	52,513	8,719	16.60
E. Baton Rouge	40,165	3,693	9.19	25,805	3,869	14.99	65,970	7,562	11.46
Jefferson	53,125	5,883	11.07	15,130	3,467	22.91	68,255	9,350	13.70
Natchitoches	4,582	123	2.68	4,659	260	5.58	9,241	383	4.14
Orleans	21,167	-	-	77,312	10,441	13.51	98,479	10,441	10.60
Sabine	3,618	73	2.01	1,418	112	7.90	5,036	185	3.19
St. Charles	6,072	208	3.42	3,211	304	9.47	9,283	512	5.52
St. Landry	10,141	-	-	11,561	1,651	14.28	21,702	1,651	.08
Tensas	494	4	.809	1,838	137	7.45	2,332	141	6.05
TOTAL	177,461	13,628	8%	172,937	26,764	15%	350,398	40,392	12%

Two systems did not report number and percentage of White suspensions.

SUSPENSIONS & EXPULSIONS

LOUISIANA
STATE

1974-75
SESSION

10

	A NUMBER OF STUDENTS SUSPENDED	B NUMBER OF SUSPENSIONS	C DAYS SUSPENDED	D SUSPENDED SECOND TIME	E SUSPENDED THREE OR MORE TIMES	F EXPELLED	REASONS 1 CUT CLASS/LEAVE CAMPUS	2 EXCESSIVE TARDINESS AND/OR ABSENCE	3 HOOKY	4 SMOKING POSSESSION OF TOBACCO AND/OR LIGHTER	5	6 DISRESPECT FOR AUTHORITY	7 FIGHTING STUDENTS AND/OR FACULTY	8 BODILY INJURY STUDENTS AND/OR FACULTY	9 THREATENING STUDENTS AND/OR FACULTY	10 VANDALISM	11 WEAPON	12 DRUGS	13 ALCOHOL	14 GAMBLING	15 STEALING	16 MOLESTING STUDENTS INDECENT BEHAVIOR
WHITE																						
MALE	12587	18068	43257	3194	1884	318	3214	1231	1435	2904	257	3026	3225	143	165	296	113	102	128	39	237	113
FEMALE	4413	5595	12550	765	410	65	1117	496	723	897	87	765	691	25	37	63	14	72	43	11	99	19
TOTAL	17000	23663	55807	3959	2294	383	4331	1727	2158	3801	344	3793	3916	168	202	359	127	174	171	50	336	132
BLACK																						
MALE	12529	18479	51933	3190	2093	598	2233	1101	475	1338	140	4196	4261	246	397	265	167	51	46	28	438	281
FEMALE	5740	7474	21346	1218	591	149	781	501	266	350	37	1869	1611	30	96	77	29	27	14	3	187	33
TOTAL	18269	25953	73279	4408	2684	747	3014	1602	741	1688	177	6065	5872	276	493	342	196	78	60	31	625	314
WHITE & BLACK TOTAL MALE	25116	36547	95190	6384	3977	916	5447	2332	1910	4242	397	7222	7486	389	562	561	280	153	174	67	675	394
WHITE & BLACK TOTAL FEMALE	10153	13069	33896	1983	1001	214	1898	997	989	1247	124	2634	2302	55	133	140	43	99	57	14	286	51
WHITE & BLACK TOTAL MALE-FEMALE	35269	49616	129086	8367	4978	1130	7345	3329	2899	5489	521	9853	9788	444	695	701	323	252	231	81	961	445
WHITE	15162	--	--	--	--	279																
BLACK	14272	--	--	--	--	246																
TOTAL	29434	51466	--	--	--	525																
WHITE & BLACK TOTAL MALE-FEMALE	12092	23030	--	--	--	1832																
?	76795	124112	--	--	--	3487																

= TOTAL 8 PARISHES REPORTED WITH RACE BREAKDOWN ONLY, NO REASONS.

= TOTAL 2 PARISHES REPORTED WITH NO RACE OR SEX BREAKDOWN, NO REASONS.

= GRAND TOTAL WHITE & BLACK, STUDENTS SUSPENDED, NUMBER OF SUSPENSIONS AN

5 MAJOR CAUSES OF SUSPENSIONS AND EXPULSIONS (1) CUTTING CLASS, HOOKY, ABSENCE - 13573 (4) SMOKING - 5489
(2) DISRESPECT FOR AUTHORITY - 9858 (5) DISTURBANCE CLASSRO
(3) FIGHTING STUDENTS OR FACULTY - 9788

...by Supervisors of Child Welfare and Attendance,
Visiting Teachers and School Social Workers

LEON L. BORNE, JR., PH.D., DIRECTOR
AL DALY, SUPERVISOR
CHILD WELFARE AND ATTENDANCE

SUSPENDED SECOND TIME	SUSPENDED THREE OR MORE TIMES	EXPELLED	REASONS																		
			CUT CLASS/LEAVE CAMPUS	EXCESSIVE TARDINESS AND/OR ABSENCE	HOOKY	SMOKING	POSSESSION OF TOBACCO AND/OR LIGHTER	DISRESPECT FOR AUTHORITY	FIGHTING STUDENTS AND/OR FACULTY	BODILY INJURY STUDENTS AND/OR FACULTY	THREATENING STUDENTS AND/OR FACULTY	VANDALISM	WEAPON	DRUGS	ALCOHOL	GAMBLING	STEALING	MOLESTING STUDENTS INDECENT BEHAVIOR	PROFANE AND/OR OBSCENE LANGUAGE AND/OR NOTES	POSSESSION AND/OR SHOOTING FIREWORKS	DISTURBANCE CLASSROOM AND/OR CAMPUS	HABITUAL VIOLATIONS/ SCHOOL RULES	MISCELLANEOUS
D	E	F	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
3194	1884	318	3214	1231	1435	2904	257	3028	3225	143	165	296	113	102	128	39	237	113	739	151	1650	1150	502
765	410	65	1117	496	723	897	87	765	691	25	37	63	14	72	43	11	99	19	293	9	411	421	103
3959	2294	383	4331	1727	2158	3801	344	3793	3916	168	202	359	127	174	171	50	336	132	1032	160	2061	1571	605
3190	2093	598	2233	1101	475	1338	140	4196	4261	246	397	265	167	51	46	28	438	281	1198	108	2438	1053	474
1218	591	149	781	501	266	350	37	1869	1611	30	96	77	29	27	14	3	187	37	629	37	933	477	153
4408	2684	747	3014	1602	741	1688	177	6065	5872	276	493	342	196	78	60	31	625	319	1827	145	3367	1520	637
6384	3977	916	5447	2332	1910	4242	397	7224	7486	389	562	561	280	153	174	67	675	394	1937	259	4084	2203	976
1983	1001	214	1898	997	989	1247	124	2634	2302	55	133	140	43	99	57	14	286	51	922	46	1344	898	256
8367	4978	1130	7345	3329	2899	5489	521	9853	9788	444	695	701	323	252	231	81	961	445	2859	305	5428	3101	1232
--	--	279																					
--	--	246	* TOTAL 8 PARISHES REPORTED WITH RACE BREAKDOWN ONLY, NO REASONS.																				
--	--	525																					
--	--	1832	* TOTAL 2 PARISHES REPORTED WITH NO RACE OR SEX BREAKDOWN, NO REASONS.																				
--	--	3487	* GRAND TOTAL WHITE & BLACK, STUDENTS SUSPENDED, NUMBER OF SUSPENSIONS AND NUMBER OF EXPULSIONS.																				

SUSPENSIONS AND EXPULSIONS (1) CUTTING CLASS, HOOKY, ABSENCE - 13573 (4) SMOKING - 5489
(2) DISRESPECT FOR AUTHORITY - 9858 (5) DISTURBANCE CLASSROOM AND/OR CAMPUS - 5428
(3) FIGHTING STUDENTS OR FACULTY - 9788

and Attendance,
Social Workers

LEON L. BORNE, JR., PH.D., DIRECTOR
AL DALY, SUPERVISOR
(CHILD WELFARE AND ATTENDANCE

SUSPENSIONS BY GRADES

GRADE	NUMBER OF STUDENTS SUSPENDED	NUMBER OF SUSPENSIONS
KINDERGARTEN	48	65
FIRST	239	276
SECOND	454	519
THIRD	800	939
FOURTH	1,520	1,873
FIFTH	2,531	3,160
SIXTH	3,605	5,020
SEVENTH	8,010	10,659
EIGHTH	8,106	11,487
NINTH	9,677	13,887
TENTH	7,416	11,554
ELEVENTH	5,509	7,474
TWELFTH	3,228	4,107
SPECIAL ED.	2,2271	3,147
TOTAL	53,414	74,167
REPORTED BY PARISHES WITH NO GRADE BREAKDOWN	23,381	49,945
GRAND TOTAL	76,795	124,112

ATTACHMENT III

CORPORAL PUNISHMENT QUESTIONNAIRE

The State Advisory Committee on Special Student Concerns has prepared this questionnaire to determine general feelings toward Corporal Punishment. Your response will help us to make recommendations to the State Department of Education to help in formulating guidelines on Corporal Punishment.

Please Check One:

Administrator _____

Parent _____

Student _____

Circle YES or NO for each response:

1.	Do you agree with the Supreme Court's Ruling on Corporal Punishment?	YES	NO
2.	Do you believe that the principal should administer Corporal Punishment?	YES	NO
3.	Do you believe that each teacher should administer Corporal Punishment?	YES	NO
4.	Do you believe that a special person in each school should administer Corporal Punishment?	YES	NO
5.	Should Corporal Punishment be restricted to the high school?	YES	NO
6.	Should Corporal Punishment be restricted to the junior high school?	YES	NO
7.	Should Corporal Punishment be restricted to the elementary school?	YES	NO
8.	Should Corporal Punishment cover grades K-12?	YES	NO
9.	Should guidelines be established by each school?	YES	NO
10.	Should guidelines be established by each school district?	YES	NO
11.	Should guidelines be established by the State?	YES	NO
12.	Do you consider Corporal Punishment as an alternative to suspensions?	YES	NO
13.	Do you believe that Corporal Punishment will decrease our percentage of suspensions?	YES	NO
14.	Do you believe in Corporal Punishment?	YES	NO
15.	If Corporal Punishment is implemented, do you have any strong objections about it?	YES	NO

	ADM BASE 161						PARENTS BASE 161						STUDENTS BASE 161					
	YES	NO	N/R	% YES	% NO	% N/R	YES	NO	N/R	% YES	% NO	% N/R	YES	NO	N/R	% YES	% NO	% N/R
1.	49	8	0	30	5	0	40	12	2	24.84	7.45	1.24	33	16	1	20.49	9.93	0.62
2.	46	13		29	8	0	39	13	2	24.22	8.07	1.24	29	21	0	18	13	0
3.	22	34	1	14	21	.62	25	28	1	15.53	17.39	0.62	22	28	0	13.66	17.39	0
4.	19	37	1	12	23	.62	14	37	3	8.70	22.98	1.86	10	40	0	6.21	24.84	0
5.	0	56	1	0	35	.62	1	49	4	.62	18.77	2.48	7	42	1	4.34	26.08	0.62
6.	0	57		0	100	0	1	49	4	.62	18.77	2.48	8	42	0	4.96	26.08	0
7.	3	54		2	34	0	3	46	5	1.86	28.57	3.11	9	41	0	5.59	25.46	0
8.	42	15		26	9	0	37	13	4	22.98	8.07	2.48	26	24	0	16.14	14.90	0
9.	29	28		18	17	0	35	14	5	21.74	8.70	3.11	27	23	0	16.77	14.28	0
10.	43	14		27	9	0	35	13	6	21.74	8.07	3.73	17	33	0	10.55	20.49	0
11.	38	19		24	12	0	29	20	5	18.01	12.42	3.11	28	2[illegible]	0	17.39	13.66	0
12.	42	15		26	9	0	38	14	2	23.60	8.70	1.24	30	20	0	18.63	12.42	0
13.	44	11		29	7	0	38	13	3	23.60	8.07	5.56	39	11	0	24.22	6.83	0
14.	47	10		29	6	0	42	10	2	26.09	6.21	1.24	37	13	0	22.98	8.07	0
15.	12	43		[illegible]9	28	[illegible]0	12	41	1	[illegible]7.05	25.47	.62	11	39	0	6.83	24.22	0

QUESTIONNAIRE RESULTS ON CORPORAL PUNISHMENT SURVEY

CHART I

	ADS - BASE 57						STUDENTS - BASE 50						PARENT - BASE 54						PARENTS STUDENTS BASE 104						PARENTS ADM BASE 111					
	YES	NO	N/R	% YES	% NO	% NR	YES	NO	N/R	% YES	% NO	% NR	YES	NO	N/R	% YES	% NO	% NR	YES	NO	NR	% YES	% NO	% NR	YES	NO	N/R	% YES	% NO	% NR
1	49	8	0	86	14	0	33	16	1	66	32	2	40	12	2	74	22	4	73	28	3	70	27	3	89	20	2	80	18	2
2.	46	13	0	81	23	0	29	21	0	58	42	0	39	13	2	72	24	4	68	34	2	65	33	2	85	26	0	77	23	0
3.	22	34	1	39	60	2	22	28	0	44	56	0	25	28	1	46	52	2	47	56	1	45	54	1	47	62	0	42	56	2
4.	19	37	1	33	65	2	10	40	0	20	80	0	14	37	3	26	69	6	24	77	3	23	74	3	33	74	4	30	67	3
5.	0	56	1	0	98	2	7	42	1	14	84	2	1	49	4	2	91	7	8	91	5	8	88	4	1	105	5	1	95	4
6.	0	5	0	0	100	0	8	42	0	16	84	0	1	49	4	2	91	7	9	91	4	9	88	3	1	106	5	1	95	4
7.	5	54	0	5	95	0	9	41	0	18	82	0	3	46	5	6	85	9	12	87	5	12	84	4	6	100	5	5	90	5
8.	42	15	0	74	26	0	26	24	0	52	48	0	37	13	4	69	24	7	63	37	4	61	36	3	79	28	4	71	25	4
9.	29	28	0	51	49	0	27	28	0	54	46	0	35	14	5	65	26	9	62	37	5	60	36	4	64	42	5	58	37	5
10.	43	14	0	75	25	0	17	33	0	34	66	0	35	13	6	65	24	11	52	46	6	50	49	6	78	27	6	70	24	6
11.	38	19	0	67	33	0	28	22	0	56	44	0	29	20	5	54	37	9	57	42	5	55	41	4	67	39	5	60	35	5
12.	42	15	0	74	26	0	30	20	0	60	40	0	38	14	2	70	26	4	68	35	-	65	33	2	80	30	1	72	27	1
13.	46	11	0	81	19	0	39	11	0	78	22	0	38	13	3	70	24	6	77	24	3	74	23	3	84	24	3	76	21	3
14.	47	10	0	82	18	0	37	13	0	74	26	0	42	10	2	78	19	4	79	22	2	76	22	2	89	19	3	80	17	3
15.	12	45	0	21	79	0	11	39	0	22	78	0	12	41	1	22	76	2	23	80	1	22	77	1	24	86	1	22	77	1

QUESTIONNAIRE RESULTS ON CORPORAL PUNISHMENT SURVEY

CHART II